

Significance of Concept Mapping in Reading Literacy

Melisa Novianty
Palembang University
melisanovianty25@gmail.com

M. Fahmi. Fadli
Palembang University

Abstract: the current issue of significant concern that many countries define literacy as the ability to read and/ or write simple statement in either a national or native language. In fact, the learning of English literacy has been developing in many definitions by different opinions and different countries in the world. Some researchers reported the understanding of being and becoming literate must be shows how variants of it into policy discourse. This paper highlights the significance of concept mapping in reading literacy. As addition, in this context that reading literacy will be used by using concept maps then it can be designed by pictures, circles or boxes after reading the text depend on the ways of thinking and the creativity in create it.

Keywords: Reading Literacy and Concept Mapping

Introduction

Many teachers instills in love of reading that only using the textbook from their school. They always ask the students to read orally or silently then asks the students to answer the questions from that textbook also. If this kind activity always do continuously, it will be able to make their boredom in serious condition. Lazar (2004, p.100) explains that there are two levels to make the students *like to read* and *learn to read well* that the first is discovering learners' capacity to develop as readers and writers when literacy experiences are meaningful and are appropriately match to their abilities and the second is discovering their own capacity to create learning environment to nurtures learners' literacy growth. Because of that, reading is very useful to the students. It is because by doing it, they can improve their knowledge outside and inside, for intances: think critically, learn about others culture, understand about others problem and how to solve it.

In the school, the teachers should give the information about reading literacy to the students and make them interested to learn about it. It is because problems of reading still faced in our country. Based on PISA (2012) that Indonesia students reading proficiency have not shown a good performance when participating this survey. They were on the rank 64 out of 65 countries. So, the teacher of English should improve students' reading skill through best ways because of be the best teacher will develop the knowldge to be more good students.

Lazar (2004, p.121) explains that aims of current literacy pedagogy self-regulation where the teachers help the child to find out the books during reading and also writing that can be done independently

or cooperately time. Then, Lazar (2004, p.132) suggests that there are programs that fuse two areas about literacy that the question is not “*How do I teach reading and writing?*”, but try to keep in mind rather it is “*How do I teach my students to read and write?*”. Therefore, the word of “*My students*” are very important part that the purposes are make them be able to use language, interact with print, perceive school and act in the world that are shaped by their particular cultural communities

Hedge (2000, p. 205) suggests that the teacher should responsible to help learners in order they can reach the goal in reading. The ways to do it, such as: by choosing appropriate texts, to design useful reading tasks, to set up effective classroom procedure, to encourage critical reading, and to create a supportive environment for practising reading. The teacher of English must be able to think how to start, how to do the reading process and how to use the strategy in the class before she/he teaches the students in order it will be become more effectively and efficiently. The students need another techniques to make them interested in learning the reading literacy. As previous study, Khajavi & Ketabi (2011) explain that the effect of concept mapping strategy showed positive effect to reading comprehension and self-efficacy. Therefore, this article will illustrate one way to use concept mapping through reading literacy.

Understanding of Reading Literacy

Reading literacy must be mastered by teacher. If the teachers understand to the word of “reading” and “literacy”, they will be easy to transfer this knowledge to the students. It is because if the teachers understand teaching and reaching the goals about reading literacy, they can make improve students’ understanding improve and make them successful. Education for All Global Monitoring Report (2006, p. 148) state that the word “literate” meant to be ‘familiar with literature’ or, more generally, ‘well educated, learned’. According to Roe & Ross (1990, p.75) that “reading is more than word callings; it is the ability to understand or get meaning from printed symbols”. Reading is very beneficial to everybody to improve their skill, the way of thinking, solve the problems and explain everything in good way. According to Graves (2000, p. 52), “reading is understanding written text and learning reading subskills, for examples: predicting context, understanding the main idea and interpreting text”. Hedge (2000, p.192) explains that good reader can identify the words, grammatical structures and other features precisely and fast but a fluent reader have already had a quitely good backgrounds’ knowledge. thus, by reading more is the way to be more knowledgable.

Education for all global monitoring report (2006, p. 147) explains that literacy as a concept has defined in a multiplicity of ways, such as influenced by *academic research, institutional agendas, national context, cultural values and personal experiences* that refer to people’s notions of what it means to be literate or illiterate, then in *accademic community* that theories of literacy focused only on literacy activities and practices in broader social contexts (the ‘literate environment’ and ‘literate society’). In addition, as the

result of those statements that literacy have expanded in how to acquire basic cognitive skills, how to use skill in ways that contribute to socio-economic development, how to develop the capacity for social awareness and critical reflection as the basis for personal and social change. Education for all global monitoring report (2006, p. 148) states that there are four discrete understanding of literacy:

- (1) literacy as an autonomous set of skills,
- (2) literacy as applied, practiced and situated,
- (3) literacy as a learning process, and
- (4) literacy as text.

Based on those statements, reader should understand what is literacy. In this context, reading literacy refers to ***literacy as text***. Literacy as text focus on the text, for examples: genre, language used, and another aspects in the text. Then, the nature of the texts that are produced and consumed by literate individuals. Daley (2003, p.33) explains that literacy is very useful to understand about the information, the way to show ideas or express opinions and also be able to know about the skill to read and write concretely and abstractly. By understanding the words of “*read and write*”, it means that the learner in this case act as “*the reader or the writer*”. Roskos, Christie & Richgels (2003, p.5) suggest that a teacher should help the learners to develop and improve their ability in reading and writing by doing *extra work activity* in learning literacy. Because of that, a teacher should be able to make the students interacted to learn, interested to know, motivated to understand that the students act it out and explore it actively by using the book and print. Therefore, the teachers should think before they teach the students in teaching reading literacy in order the teachers can gain the objectives.

Understanding of concept mapping

Zeilik (n.d) explained that concept maps is used to know students’ understanding by making the pictures based on conceptual knowledge. In this context, the students will create concept mapping after reading the text by finding the key words or key points that talk about topic sentences, characters, plot, transition signals, and etc that contains in the text. For addition, Zeilik (n.d) that there are several teaching goals by using concept mapping as follows: learn terms, facts, and concepts of the subject, organizes information into meaningful categories, synthesize and integrate information, idea and concepts, think creatively about the subject, improve long-term memory skills for accessible knowledge, develop higher-level thinking skills, strategies and habit, and use graphics effectively.

To analyze the text, it can be used concept mapping as a tool. Silrilla & Ahlberg as cited in Ahlberg (2013, p. 31) explain how the interviewee understands concept of Education for Sustainable Development (ESD) as follows:

- (1) to promote thinking skill and sense of community.

- (2) to create by learning, doing and integrating ideas broadly.
- (3) to flourish by creating and focusing the ability and personality.
- (4) to practical value by learning many kinds of content.
- (5) to create by creating original text as closely as possible.

Improving Reading Literacy

In teaching and learning process, the students must study hard to improve their knowledge, especially to refine and acquire reading skill. The teacher should help the students to improve more advanced skills and their understanding in content area of the tasks, especially in reading. So, the teacher should responsible to prepare everything about the activity in the classroom. Kamil, Borman, Dole, Kral, Salinger & Torgesen (2008, p.8) explain that there are some recommendation for increasing the reading ability for students, such as: the teacher should find the strategies to help students' gain more for their reading task in content area classes, after that the teacher should improve the students motivation in learning, then the students who have poor literacy skill in their ability, the students should to make sense of written material. It means that the students should write and write more, practice and practice more and read and read more that must be done continuously.

According to Kamil, Borman, Dole, Kral, Salinger & Torgesen (2008, p.9) increase students' motivation and engagement in literacy learning, as follows: establish meaningful and engaging content learning goals around the essential ideas of a discipline as well as around the specific learning processes used to access those ideas, provide a positive learning environment that promotes student autonomy in learning, make literacy experiences more relevant to student interest, everyday life, or important current events, and build classroom conditions to promote higher reading engagement and conceptual learning through such strategies as goal setting, self-directed learning and collaborative learning. So, it can be done by individually, discussion, work in pairs and etc. It depend on the situation in the classroom or the teacher can teach reading literacy by this concept map with different ways, for example that first meeting is work individually, the second meeting is discuss together with their friends, third meeting is work in pairs, etc. It is very good to act in the classroom. A teacher should try to find many kinds material of teaching with many ways in learning but must be related to the curriculum.

Clark, Woodley & Lewis (2011, p. 4) explain that having book of our own is associated with clear literacy outcomes. It is because if learner or students have their own books, they will be more enjoy in reading, interested to read another books and read it more frequently, motivated to buy another books, motivated to visit a library or bookshop, have more positive attitudes to read that can be influence their personality to be better and have higher attainment. Therefore, the learner who have hobby in reading, they will able able to learn everything after their read, such as: experiences', moral lesson, knowledge, etc from

the story of the book that they read. The lovely reader usually compare everything event to their real life to improve their quality in life.

Types of Literacy

Literacy is the way to recognize the words and understand the text. Baer, Kutner, Sabatini & White (2009, p. 3) that there are three types of literacy, such as: *prose, document and qualitative*.

- **Prose Literacy**, it is related to skill and knowledge in search, comprehend, use information from continuous texts. The examples of prose are *editorials, news stories, brochures and instructional materials*. Prose texts may be further classssified as *expoisitory, narrative, procedural or persuasive*.
- **Document Literacy**, (e.g. filling out a health insurance form), and
- **Qualitative Literacy**, (e.g. calculating a telephen bill).

Based on the statement above, literacy can be used in many aspects. In this study focuses on the text that is used reading literacy and map the informations' to the concept.

Teaching Concept Mapping in Reading Literacy

Beals & Curley (2014, p. 2) that there are some guidelines can be used to teach concept mapping with many content-rich text. First of all, the teacher should *select and find* the text related to the curriculum. The teacher must be able to find out the good text for students in order they will interested in learnig, and then from that text, the students are able to find the main idea and main topic. The second is *think*, think the way to concept or design in concept map that the information must be related to the text. The third is *plan* to understand the information in concept map. The forth is *draw*, draw the important ideas from the text. The fith is *explain*, the teacher must be able to give information to determine and organize important ideas from the text in concepet map. The sixth is *introduce* the text that students will be read. The seventh is *sticky notes*, it means that the students are able to wrote and locate the main idea to concept map. The eighth is *share*, the students can do it by sharing together their friends and also with the teacher. Tenth is *organize ideas* in concept map and the last is the teacher should help the students to provide another text and practice it more.

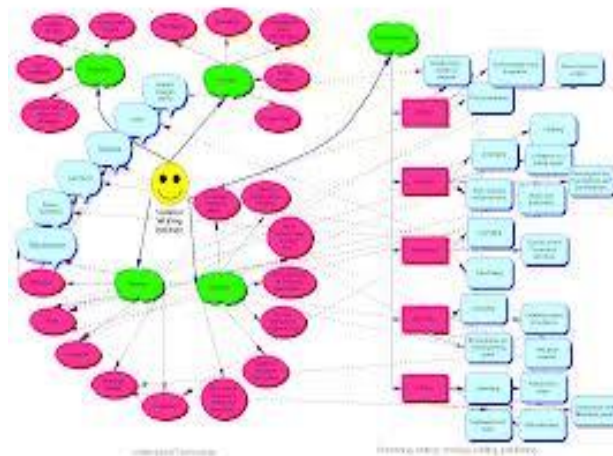
Teacher Backgrounds' in Concept Mapping and Reading Literacy

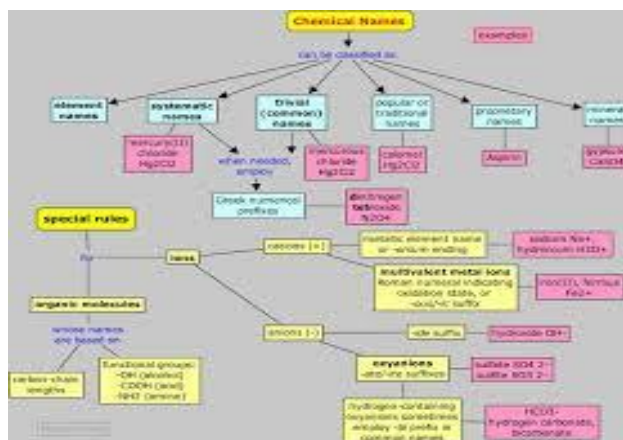
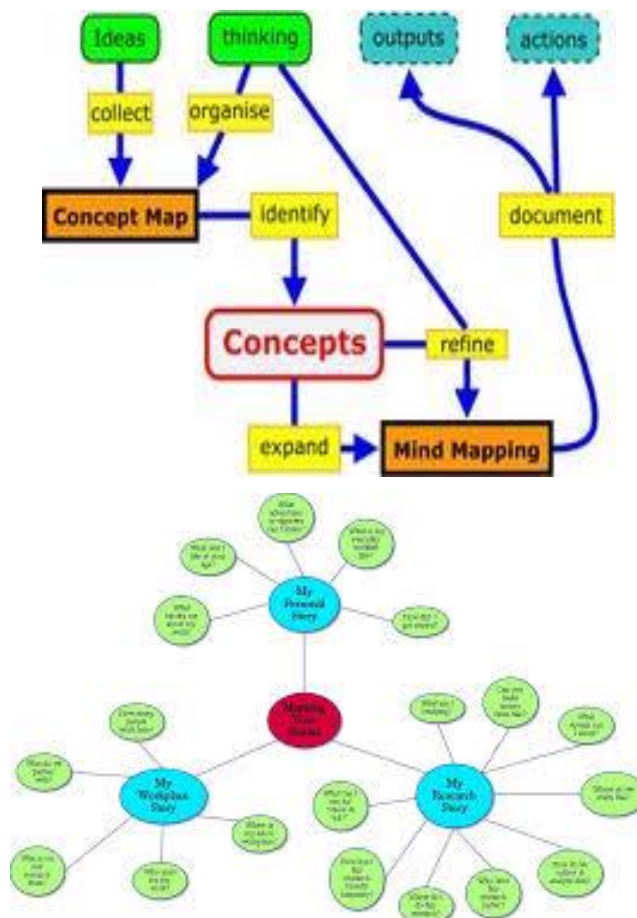
Based on Science West (2004, p.3) that there are teacher backgrounds', especially in concept mapping and reading literacy where the teacher should *choose the text* that easy to the students in order the students understand and familiar with the words and the information in the story. Then, the teacher also can *write the lists* of the words that will give to the students in order the students can relate id in concept map and their reading. So, the students *create* concept map by using the words' list from the teacher. Concept

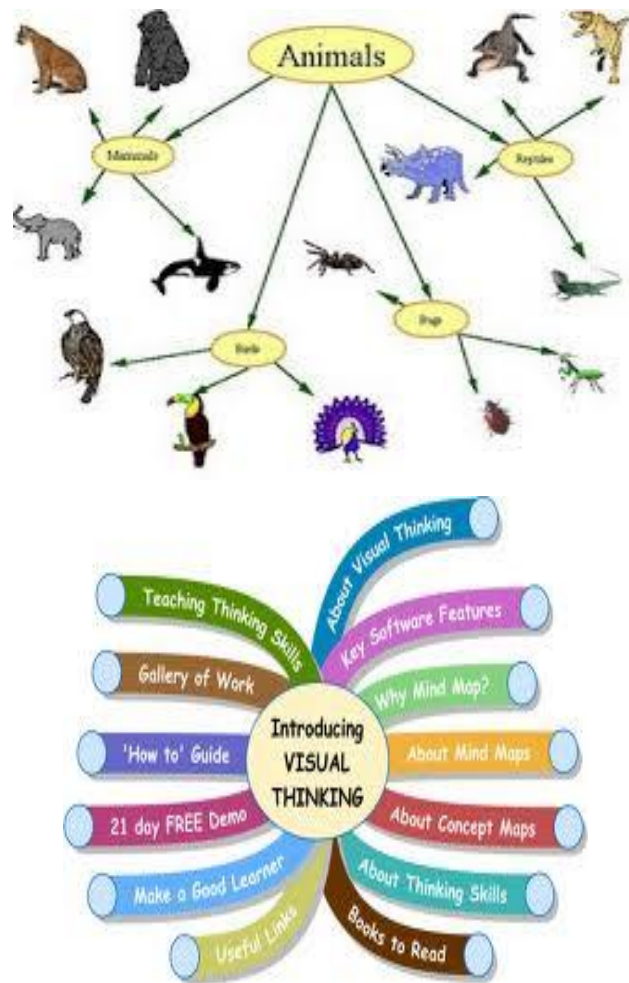
mapping is can be done individually and the students build maps by their own understanding related to the topic. After that, the teacher should *introduce* the concept mapping continously to the students and practiced it over time. Besides that, before teaching it to the students, the teacher should *prepare more than one text* with the questions that want to identify. Teacher must be able to *think* before teach the students by using this concept mapping, especially in reading literacy.

The Pictures of Concept Mapping

The picture of concept mapping have many variation. The shape can be circles, squares, boxes, ovals, etc. But, the information must be concrete from text. The students can create it by their own thinking and their own way deals with the text. In this paper, the students ask to design concept map after doing reading literacy activity. In reading literacy, the students should be the reader. The reader that after they read the text, the should be as the writer. Then, try write the information of the text through maps. The student write the information by making the pictures depend on the text. The students also can create it colourful to make more impressive and spirit to learn it. To make easier illustrate in create concept map, there are several examples of concept maps' pictures as follows:







Advantages of Concept Mapping

Literacy as a text is the text that doing by reading and writing. Stoica, Moraru, & Miron (2011, p. 571) explain that there are four advantages of using concept maps:

(1) Teaching and revision topic

It can help to improve teachers' awareness to find out the key concept based on the topic. The teacher can use it for the students and it also can be used to revise some topics.

(2) Reinforce Understanding

It is not only useful for the teachers but also for the students in improve the topics' understanding easily.

(3) Check learning and identify misconceptions

It is very useful to recognize the problems and find way to solve it.

(4) Assessment

It can be used to test or eximine the students' achievement by concept mapping.

Another opinion, According to Eppler (2006, p. 206), the main advantages in using concept map, such as:

- (1) Rapid information provision
- (2) Systematic, proven approach to provide overview
- (3) Emphasizes relationships and connections among concepts
- (4) Ability to assess quality of concept map through evaluation rules

An addition, Stoica, Moraru, & Miron (2010, p. 575) that concept map can be drawn and compared to improve the brainstorming that not only for teachers but also for the students. Therefore, After put ideas down on paper in concept maps, it can makes them easier to know about the text.

Assessment of Concept Mapping in Reading Literacy

Science West (2004, p. 7) explains that to assess and know the students' pre-instructional knowledge, students need to feel enjoyable and confidence in writing the ideas on the book or paper about the text in concept map. The teacher can use a teacher-developed scoring rubric to assess students' understanding. The criteria used to develop a concept map scoring rubric may include an of the following factors, such as: (a) ***number of relevant concepts***: it means that the teacher prepare the majority of concept for map, e.g. the teacher provide over arching topic's concept to students., (b) ***number of valid proposition***: it means that the teacher try to indicate important things to measure or assess the concept maps, e.g. the teachers understand the relationship among concept., (c) ***Branching***: it means that to recognize the progressive differentiation of concept map. e.g. teachers' objectives to students are in branch the map from one to another that the words connect each other related to the text., (d) ***Number of appropriate cross-links*** it related to the way the students describe and write how the information related each other, e.g. the students can write the conclusion of the text in concept map., (5) ***Number of examples illustrating specifict concepts***: it is related to the way students illustrate and connect the concept through their understanding, e.g. the students can identify the object and event by concept the map.

Conclusion

Reading literacy is the way to read and write. The word of literate must be understood. In this paper, it is related to the text. There are many kinds of the text that can be literate by using concept map, such as: expository text, narrative text, descriptive text, procedure text and etc. And also all of about the reading stories, such as: novel, fiction or nonfiction, legends or folklore, short story, etc can be described by creating in concept map. It is very beneficial because it can makes the reader easy to remember and understand about

the story. It is also very effective and efficient to be used in teaching and learning process. In this case, it is used especially to the teacher of English in reading literacy. Effective literacy instruction are also helpful to the students, for examples: to improve students' background knowledge, to recognize how students' beliefs and values influence their understanding. Therefore, it is very suitable to use for teaching and learning process.

References

- Ahlberg, M. (2013) Concept mapping as an empowering method to promote learning, thinking, teaching and research. *Journal of Educators, teachers and trainer*, 4(1), 25-35.
- Baer, J., Kutner, M., Sabatini, J. & White, S. (2009). Basic reading skills and the literacy of american's least literature adults. United States, Washington: Author.
- Beals, K., & Curley, J. (2014). *Teaching concept mapping*. Retrieved from <http://www.strategyguide:tachiingconceptmappingwithwhatmakeslivingthings.com>
- Clark, C., Woodley, J., & Lewis, F. (2011). *Children and young people's access to books and attitudes towards reading*. Retrieved from <http://www.thegiftofreading2011.com>
- Daley, E. (2003). *Expanding the concept of literacy*. Retrieved from <http://www.expandingtheconceptmapping.com>
- Education for all global monitoring report (2006). *Understanding of literacy*. Retrieved from <http://www.understandingofliteracy.com>
- Eppler, M. J. (2006). A comparison between concept maps, mind maps, conceptual diagrams, and visual metaphor as complementary tools for knowledge construction and sharing. *Journal of Information Visualization*, (5), 202-210. doi:10.1057/palgrave.ivs.9500131
- Graves, K. (2000). *Designing a language courses: a guide for teacher*. Denmark: Auhor.
- Hedge, T. (2000). *Teaching and learning in the language classroom*. Oxford university Press.
- Kamil, M. L., Borman, G.d., Dole, J., Kral, C.C., Salinger, T., & Torgesen, J. (2008). *Improving adolescent literacy: effective classroom and intervention practices*. Washington, United States: Author

- Khajavi, Y., & Ketabi, S. (2012). Influencing efl learners' reading comprehension and self-efficacy beliefs: the effect of concept mapping strategy. *Journal of Porta Linguarum*, 9-27.
- Lazar, A. M. (2004). *Learning to be literacy teacher in urban schools: stories of growth and change*. International Reading Assosiation, Philadephia, Pennsylvania: USA
- Novak, J. D. (n.d). *Introduction to concept mapping*. Retrieved from <http://www.introductiontoconceptmapping.com>
- PISA (2012). *Pisa 2012 result in focus*. Retrieved from <http://www.PISA2012.com>
- Roe, B. D., & Ross, E. P. (1990). *Developing power in reading*. Hunt publishing company: USA.
- Roskos, K. A., Christie, J. F. & Richgels. D. J. (2003). *The essentials of early literacy instruction*. Retrieved from <http://www.theessentialsofearlyliteracyinstruction.com>
- Science West (2004). *Educators' guide lesson plan 2 of concept mapping*. Retrieved from <http://www.science-west.ca/GettingAround.com>
- Stoica, I., Moraru, S., & Miron, C. (2011). Concept maps, a must for the modern teaching learning processs. *Journal of Romanian Reports in Physics*, 63(2), 567-576.
- The pictures of concept mapping. (n.d). *Pictures of concept mapping*. Retrieved from <http://www.conceptmap.com>
- Zeilik, M. (n.d). *Concept mapping*. Retrieved from <http://www.conceptmapping.com>